“While all employees are responsible for supporting and enhancing learning, the faculty are the primary designers, facilitators, and evaluators of student learning. The faculty perform their role in harmony with college administrators and staff, in concert with college policy, and with the active support of the College as a whole.”
Welcome to the Spring Semester

The following best practices for encouraging student retention have been listed in the faculty brochure for several semesters. What I would like to know is how you accomplish the following in your classes? Pick at least two on the list and write a minimum of one paragraph for each one explaining how you accomplish the activity with your students. Send Lisa Poore/lpoore3 an email by February 1 and include your explanation. You will be entered in a drawing for a prize, and your ideas will be shared with other faculty!

1. Conduct a full instructional period on the first day of class and every class session. This sets a positive tone and gives value to your classroom learning environment.

2. Provide, in writing, your course expectations, objectives, and classroom policies and discuss with students on the first day of class.

3. Learn the name of each student as quickly as possible and use the student's name in class. Tell the students what name/title to use when addressing you.

4. Establish a relationship with your students as your personality style permits.

5. Vary your instructional techniques and continually work to improve your teaching.

6. Respect and cultivate the knowledge and experience that students bring into your class.

7. Provide students with timely and frequent feedback.

8. Hold students accountable for taking their share of the responsibility for learning.

9. Engage often in self-evaluation of each class.

10. Become familiar with the College’s Student Success Resources and refer students as necessary to appropriate College services.

With best wishes for a great semester.

Deborah Brock
Faculty Liaison for Professional Development
(dbrock5/ext. 1351/RH 247)
1. To become a true learning college requires a commitment to a journey - a journey undertaken with a mindset and focus that guides the policies and practices of the College every step of the way.

2. Together, we must determine what “learning college” means to Tri-County, using these guiding principles (O’Banion, 1997):
   - The learning college creates substantive change in individual learners.
   - The learning college engages learners in the learning process as full partners, assuming primary responsibility for their own choices.
   - The learning college creates and offers as many options for learning as possible.
   - The learning college assists learners to form and participate in collaborative learning activities.
   - The learning college defines the roles of learning facilitators by the needs of the learners.
   - The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners.

3. While all employees are responsible for supporting and enhancing student learning, the faculty are the primary designers, facilitators, and evaluators of student learning. The faculty perform their role in harmony with college administrators and staff, in concert with college policy, and with the active support of the College as a whole.

4. The college recognizes that meaningful learning experiences are not limited to the classroom. It is critical, therefore, that Student Affairs professionals and other staff create and/or maximize opportunities for co-curricular learning that enhance the personal and career development of our students.

5. While the learning college concept places students and student learning at the top of the hierarchy, this focus also includes the learning of individual employees and the institution as a whole.
6. An essential component of being a true learning college is assessment—the “culture of evidence.” In everything we do, we must evaluate outcomes. And we must use what we learn to make improvements.

7. Our employment practices - at all levels - must attract and retain employees who support our values and key principles and who contribute to our success as a learning college. To this end, Tri-County Technical College will implement processes for professional development that more purposefully support employees’ contributions to the learning college principles.

8. The College must continue to develop an organization that supports and advances our learning college principles.

(Approved by Executive Staff on January 23, 2007)

“Culture of Evidence” Guiding Statements

1. The “Culture of Evidence” is an essential component of becoming a true learning college.

2. A “Culture of Evidence” means we are predisposed to asking and answering key questions:
   • How do we know? (Is this process working? Are students learning?)
   • So what? (Are the outcomes worthwhile? Are we doing the right things?)
   • Now what? (How can we use what we’ve learned to improve?)

3. The “Culture of Evidence” means we are data-informed—i.e., we make decisions and choose courses of action based on meaningful information and our professional interpretation of that information.

4. In a “Culture of Evidence” environment, data are transparent—i.e., we share the results of analyses with the campus community and we encourage open and professional dialogue about the outcomes and the strategies for improvement.

5. Data are used to inform and to foster positive change. Data are not used simply to “check off the box” for external reporting purposes.

6. The “Culture of Evidence” transforms the college culture from a “have to report” mindset to a dynamic, “want to know” approach.

(Approved by Executive Staff on January 23, 2007)
Resources Available in the Instructional Support Area

Learning & Collaboration Center!

Note: In addition to the computer resources described for each room, the entire Learning & Collaboration Center is a wireless hotspot with laptops available to transform any of these rooms into a mini-computer lab. Contact Lisa Poore (lpoore3/ext. 1772) for more information.

RH 241 – Computer Training Lab  The room includes a projection system, interactive whiteboard, printer, and 22 participant computer stations. Reserve this room when you need a hands-on training location by using Outlook Exchange or contacting Sue Andrus (sandrus/ext. 1761).

RH 245 – Collaboration Room  This room includes a projection system, interactive whiteboard, and reconfigurable furniture that can seat up to 26 participants, depending on the layout. Reserve this room when you need a place to actively engage groups in learning or working together by using Outlook Exchange or contacting Lisa Poore (lpoore3/ext. 1772).

RH 246 – Media:Scape Room  This videoconferencing room now includes a Media:Scape conference table that allows groups of up to 10 to connect their laptops for display on two flat screen monitors. Great for collaborative work using computers or for groups participating in a webinar. Reserve this room by using Outlook Exchange or by contacting Lisa Poore (lpoore3/ext. 1772). Note: SC TechNet videoconferences will take priority scheduling.

RH 248 A&B – Large Multipurpose Room  The room can be subdivided into two smaller rooms and configured in a variety of ways through a combination of rectangle and d-shaped tables, two projection systems, and interactive whiteboards. Seat up to 48 participants in round or oval table configurations; seat 75+ participants with theater style seating. Reserve this room, either in its entirety or in a sub-divided layout, by using Outlook Exchange or contacting Lisa Poore (lpoore3/ext. 1772).
Resources Available in the Instructional Support Area

RH 249C – *Instructional Technology Lab* containing two computer workstations with Camtasia, Dreamweaver, Photoshop, Respondus, StudyMate, and WIDS software applications, as well as flatbed and slide scanners, DVD duplicator, and laminating machine. Also included is a Mediascape which allows small groups of 2-6 to “walk up and connect,” sharing what’s on their laptops via a flat screen monitor (it’s also great for webinars). Call ahead if you want to ensure availability for assistance from Richard Smith (*rsmith13*/ext. 1763) or Sarah Shumpert (*sshumper*/ext. 1834).

**Discussion Area** – Use this area, located within the Instructional Support office suite, to dialog with your colleagues in a relaxed environment. Includes casual seating for up to eight and a flipchart/whiteboard for brainstorming. No formal reservations necessary, but please contact Sarah Shumpert (*sshumper*/ext. 1834) to ensure availability.

**Reflection Corner** – Tucked into the main hallway of the *Learning & Collaboration Center*, this corner provides casual seating to quietly reflect alone or with a group of up to four. Comfortable chairs with tablet arms make this a great place to read, take notes, or use your laptop.

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**Teaching & Learning Handouts/Books**

An assortment of printed resources on teaching and learning topics is available in Suite 249, located at the top of the stairs in the Ruby Hicks Library/Administration Building. Resource handouts on active learning, course design, using games, asking questions, enhancing lectures, dealing with incivility, and other topics are available. Feel free to peruse the racks and take what you feel would be useful.

Books on leadership and teaching topics are also available. Please stop by the faculty development office (RH 247) to look over the book selection and see Lisa Poore to check out the book that interests you.
Services Provided by Instructional Support

Facilitation Services

Instructional Support provides group facilitation services in order to enhance collaboration and stakeholder involvement in educational planning. Contact Sarah Shumpert (sshumper/ext. 1834) to learn more about how using a facilitated group process can help with needs analysis, curriculum development, community building, and assessment for your academic program. Several available methods are listed below; however, we can create a customized approach to best meet your needs.

**Appreciative Inquiry (AI)** – Use this strengths-based inquiry process to discover what’s working best in your group and create a shared plan of how to get more of the good stuff! AI can be used for a variety of planning and team building activities.

**Action Planning Process** – Rapidly pull together an effective plan, organize needed resources, and mobilize individuals’ energy into action.

**Strategic Planning** - Use this effective and common sense five-step approach to planning to actively engage implementers in the planning process.

**Consensus Workshop Method** – Develop group consensus and generate practical and creative solutions by integrating diverse ideas through both rational and intuitive thought processes.

**DACUM (Developing A CurriculUM)** – Use this focus group method to document duties and tasks in an occupation using incumbent workers. The DACUM process can help your academic department develop, update, and/or validate student learning outcomes.
Curriculum & Instructional Development Services

Learning Community and Active Learning Consultations
If you are interested in the following:
- Learning Community Design
- Learning Community Teaching Opportunities
- Active Learning Strategies
- Refreshing a Learning Community Design
- Specialized workshops for divisions and/or departments

Please contact Amoena Norcross (anorcros/ext. 1365).

Learn to Use WIDS
WIDS is curriculum management software used primarily by full-time faculty and program managers to develop curricula, include program outcomes and course competencies. Contact Sarah Shumpert (sshumper/ext. 1834) for account set-up and one-on-one training assistance. Also, visit the WIDS Resource Center in the Curriculum Development channel on the Faculty tab in eTC for handouts and other training materials.

Instructional Development Consultation
If you are looking for a collaborator to assist you with writing learning outcomes, designing learning activities and assessment methods, and selecting media for traditional, web-enhanced, hybrid and online courses contact Sarah Shumpert (sshumper/ext. 1834). Note that if you are planning to convert a traditional course to an online or hybrid delivery mode please see the Online and Hybrid Course Development Process link in the Curriculum Development channel on the Faculty tab in eTC.

Multi-Media Learning Object Development
If you need assistance developing multi-media learning objects to support your online, hybrid or web-enhanced classes contact Richard Smith (rsmith13/ext. 1763). Learning objects are interactive units designed to explain a stand-alone learning objective and can include content, practice and/or assessment components.
Faculty Professional Development Opportunities

Interactive White Boards at Tri-County

Tri-County has a variety of interactive whiteboards to support classroom instruction. These large boards are primarily mounted to walls in classrooms and connected to a computer. Some boards are moveable stations. A projector system displays an attached computer’s desktop onto the board’s surface. Each teaching station in a classroom that contains a white board has a folder on its desktop entitled *Instructor User Guides*. Within the folder are manuals referring to the interactive white boards throughout the three campuses. Should a manual you need not be in the folder, you can contact the service desk at 1779/ servicedesk@tctc.edu.

Tri-County maintains the following interactive white boards:

- **Smartboard** (Easley & Pendleton Campuses)
- **Promethean** (Anderson & Pendleton Campuses)
- **eBeam** (Pendleton Campus)
- **ViewSonic** (Industrial Training Center, (ITC) & Pendleton Campuses)
Blackboard Online Workshops
Note: To enroll in an online workshop, email Sarah Shumpert (sshumper) with the title of the workshop you’d like to take. (These workshops are self-paced and run with continuous enrollment so sign up any time, but please sign up for just one workshop at a time.)

001 Getting Started
Provides an introduction to Blackboard Learn+. Includes a look at both student and instructor perspectives.

002 Building Courses
Covers the basics of planning and building online courses. The focus is on building a course for the first time and includes principles of instructional design.

003 Designing Engaging Content
Focuses on creating appealing course content and activities to keep learners engaged. New tools that are available including Wikis and Mashups will be presented.

004 Assessing Learners
Covers creating and managing assignments, creating assessment questions, deploying assessments and grading them.

005 Monitoring Student Performance
Provides strategies on how to use the Grade Center, Early Warning Notification and diagnose student performance problems. New features include filtering gradable items by category and status, new Smart View settings, and grading methods including grading students anonymously.

006 Enhancing Communication
Covers the Discussion Board and collaboration tools, including working in Groups, Grading Discussion Forums and Threads, Blogs, Journals and Wikis is also addressed.

007 Building Online Communities
Explores the concept of creating and sustaining communities of learning in your course. Mashups, Blogs, Journals, and Wikis will be featured.
To register for activities, select the event on the College Activities Calendar in eTC on the Message Center tab and click on the “register” icon.

Blackboard Learn+ Training

Face-to-Face Workshops - Facilitated by Sarah Shumpert or Richard Smith
NOTE: In addition to these open workshops, departments can learn together by scheduling special training sessions to accommodate the needs of their instructors. Program coordinators and department heads should contact Sarah Shumpert (sshumper/ext. 1834) for more information.

NEW—Content Management
Come to this session to learn about a new feature in Blackboard that allows instructors to store and share files in one central location on the Blackboard server, rather than in individual courses, which can increase your efficiency in managing content across multiple sections. Wednesday, January 28, 1:25—2:25 p.m., Thursday, February 12, 3:00—4:00 p.m., Monday, March 9, 1:25—2:25 p.m., RH 241

Getting Started with Blackboard Learn+
This workshop will guide participants through Bb first from a student’s perspective and then from an instructor’s perspective, walking through the process of planning, creating and organizing the Course Menu. Tuesday, January 20, 3:00—4:00 p.m., RH 241

Mastering the Grade Center in Blackboard Learn+
This workshop will cover the Grade Center in Blackboard Learn+ which is a more robust version of the Gradebook that was found in the earlier WebCT-based Version, Thursday, January 22, 2:30—3:30 p.m., RH 241

Keeping Students on Track
This workshop provides a hands-on introduction to the Bb Learn tools that help instructors keep students on track and improve retention and results. Participants will learn about customizing the release of content, monitoring student progress, and viewing course statistics. Thursday, January 29, 3:00—4:00 p.m., RH 241

Working with Assignments in Blackboard Learn+
This workshop covers the Assignments tool from a student and faculty perspective. Creating and using Rubrics to set expectations and evaluate assignments is showcased. Wednesday, February 4, 1:25—2:25 p.m., RH241
To register for activities, select the event on the College Activities Calendar in eTC on the Message Center tab and click on the “register” icon.

**Blackboard Learn+ Training**

**Face-to-Face Workshops - Facilitated by Sarah Shumpert or Richard Smith**
*NOTE: In addition to these open workshops, departments can learn together by scheduling special training sessions to accommodate the needs of their instructors. Program coordinators and department heads should contact Sarah Shumpert (sshumper/ext. 1834) for more information.*

**Creating and Grading Assessments in Blackboard Learn+**
This workshop will cover the basics of delivering quizzes, tests, and exams in Bb Learn. Monday, January 26, 1:25—2:25 p.m., RH 241

**Collaborating with Groups**
This advanced-topic workshop provides a hands-on introduction to using the Groups tool. Participants will learn how to create Groups, enable collaboration tools, and create and grade Group Assignments. *NOTE: Participants should already be familiar with communication tools, the assignments tool, and the Grade Center.* Monday, February 9, 1:25—2:25 p.m., RH 241

**Communication Basics**
This workshop provides a hands-on introduction to basic communication tools in Bb Learn, including E-mail, Chat, Announcements, and the Discussions board. Tuesday, February 17, 1:00—2:00 p.m., RH 241

**Advanced Communication Tools**
This workshop provides a hands-on introduction to the advanced communication tools used for self-reflection, collaboration, and communication with the instructor and classmates. Journals, Blogs, and Wikis give students the opportunity to share and construct knowledge. Thursday, February 19, 4:00—5:00 p.m., RH 241

**SafeAssign** (with co-facilitator Joan Kalley)
This workshop provides a hands-on introduction to the SafeAssign tool used to encourage original writing and proper citation practices within your course. Participants will learn to use the tool to create SafeAssignments for student submissions and how to view, grade, and manage SafeAssignments. Also, participants will discuss practical issues related to using the tool in the online environment. Contact Sarah to set up training (sshumper/ext. 1834).
Teaching Tools/Resources for Classroom Use

The faculty development office has acquired a collection of teaching tools to enhance student classroom engagement. The items are available to check out to use in your classroom for up to a month. You can stop by the faculty development office (RH 247) and look over the resources and then check out an item that fits your teaching needs. Or you can contact Lisa Poore (lpoore3/1772) and she will deliver the resource (s) to your office and pick items up when you are finished using them. How is that for service! Listed here are a few of the resources along with suggestions as to possible use in a learning environment.

**Thumball:** The Icebreaker Thumball looks like a cool soft soccer ball and has 32 panels pre-printed with fun phrases. (Best Place to Live, Book I plan to Read, People that make you Laugh, Fantasy Vacation, Best Concert, TV Shows to Love or Hate). You simply throw the ball to a student, ask them to state their name and respond to the phrase closest to their left thumb. This provides a way to learn students’ names and allows discovery of similarities, differences and genuine interest in each other’s lives.

**SpinZone Magnetic Whiteboard Spinners:** Add a fun spin to your classroom activities! Use a giant 11” spinner to turn your whiteboard into a custom game or activity for the whole class. Draw a circle, write in content, attach a spinner, and play.

**i>clicker: (set of 33)**
An i>clicker is an audience response system using a radio frequency that allows students to instantly and anonymously respond to questions an instructor poses in class. Instructions are included and we are willing to do one-on-one training to help you get started using this system in your classroom.

**PrizeWheels and More for PowerPoint (CD: PC only):** This simple-to-use software package contains 3 different animated PowerPoint spinning wheels and 2 random number generators. All the wheels are editable so you can add your own questions, point values, team names, whatever you want!
Fiddles – (set of 25): Fiddles (squeeze shapes, brain noodles, bendable monsters, etc) may look like toys, but these are serious learning aids. Fiddles create a stress-free learning environment. Plus, kinesthetic learners focus better if you give them something to do with their hands. These Fiddles have been specially selected for quiet and mindless “fiddleability.” Try letting your student “fiddle” during a particularly difficult exam.

Buzzers and Sounds: The boredom-buster for every classroom! You’ll have just the right audio response for every classroom challenge - passive students, cell phone interruptions, embarrassing errors, and awkward silences. Simply toggle between 3 on-target audio clips assigned to each button -- and wow your students. These sound effects boxes have a total of 18 different, hysterical sound effects for every occasion, including: various ringing phones, applause and cheers, sirens, alarms, snoring, crickets chirping, glass breaking, and much more!

Answer Buzzers: This set of 4 buzzers gives you a variety of fun sounds and color. Gets students actively engaged as you find out what they know. Buzzers turn any lesson into a game! One gives a horn honk, the second has a boxing ring bell, the third rings like a doorbell, and the fourth goes "boing".

Personal Response Whiteboards (Includes markers & erasers, set of 30): See who's learning what… and who's not getting it! Encourage participation with Quick Response Whiteboards. Every Individual gets to write an answer, cast a vote, ask questions, and offer opinions.

“Variety adds spice to life and to our teaching. We must use a variety of teaching methods. No matter how gifted a teacher you are, using the same method to teach each class can become monotonous- for you and the students.”
Angela Maiers, Lead consultant of Maiers Education Service
To register for activities, select the event on the College Activities Calendar in eTC on the Message Center tab and click on the “register” icon.

New This Spring

The SOL Classroom - It’s Not What You Think!

This presentation will discuss the Synchronous Online Learning (SOL) environment. Synchronous Online Learning blends the characteristics of a traditional class with the accessibility benefits of a distance education class. Students are able to interact with each other and the instructor in real time and with full audio and video support from virtually anywhere! This presentation will focus on ‘best practices’ for an SOL environment based upon the presenter’s personal experiences over the last 3 semesters. The primary platform used during presentation will feature the ZOOM.US systems, although the ‘best practices’ approach will be platform agnostic. Other systems such as Adobe Connect, and Microsoft Lync will also be discussed.

Dates/Times/Location:
Tuesday, February 24, 3:00—4:00 p.m., RH 245
Wednesday, April 8, 1:25 – 2:25 PM RH 245

Facilitator: Phil Smith, Instructor, Computer and Information Technology

High-Impact Teaching and Learning

This workshop will discuss Professor John Hattie’s exhaustive analyses of K-12 teaching and learning studies. Sometimes called the “Holy Grail of Teaching” Hattie’s list quantifies the most effective (and least effective) teaching and learning interventions. We will discuss how to analyze the effective teaching interventions in order for a college instructor to select teaching methods that complement their courses and lecture styles.

Also, the presentation will examine the questions:
1. How does Hattie’s’ list fold into Carol Dweck’s Growth Mindset research?
2. From Hattie’s and Dweck’s investigations, how can an instructor, department, and an entire college truly transform a student?

Dates/Times/Location:
Monday, March 23, 1:15—2:15 p.m., RH 245
Thursday, April 9, 2:30—3:30 p.m., RH 245

Facilitator: Phil Gilmour, Instructor, Science Department
To register for activities, select the event on the College Activities Calendar in eTC on the Message Center tab and click on the “register” icon.

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**New This Spring**

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**ELECTRIFYING MATHEMATICS: REPORT FROM A LINKED LEARNING COMMUNITY**

This presentation provides a report on a linked learning community for a cohort of students in EET 113, Electrical Circuits I, and MAT 170, Algebra, Geometry and Trigonometry I during fall 2014. These courses were integrated with five high impact activities designed to improve student success and increase quality performance in the workplace.

**Dates/Times/Location:**
- Wednesday, March 11, 1:25-2:25 p.m., RH 245
- Monday, April 13, 1:25 – 2:25 p.m., RH 245

**Facilitator:** Jerry Marshall, Instructor, Mathematics Department
Dorian McIntire, Program Coordinator, General Engineering Technology

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**LUNCH BUNCH IS BACK**

“The isolation of most community college instructors inhibits the interaction with their peers that might provide them new ideas about teaching, suggestions about teaching problems, and support for their experiments.” Grubb, W.N. (1999). Honored but invisible, pg. 49. You are not in this alone. Come and join other faculty! This semester, back by popular demand, there are three opportunities for faculty to meet casually and share teaching tips and strategies. At each session, there will be one to three faculty (possibly different presenters-different tips each session) who will be prepared to share teaching tactics. Bring your own lunch, we will provide a drink and dessert.

**Dates/Times/Location:**
- Friday, February 27, 11:15—12:15 p.m., RH 245
- Friday, March 13, 11:15 a.m.—12:15 p.m., RH 245
- Friday, April 17, 11:15 a.m.—12:15 p.m., RH 245

**Facilitator:** Deborah Brock, Faculty Liaison for Professional Development
Recurring Opportunities

Course Redesign as a Path to Student Success

Do you feel like you’re in a rut always teaching the same concepts in the same way? Has some of your passion for your discipline disappeared? Do you lack the time to revitalize a course? Would you like to receive released time to revise your course into a learning community, a High-Impact Educational Practice (HIP) that national research shows increases student success? Would you like to collaborate with a colleague to create a linked learning community? If you answered ‘yes’ to any of these questions, then this professional development session is for you. You’ll learn about the application process for requesting released time and about the training you will receive that will support your course redesign. You will also hear from past designers about their learning community training and designing experiences. Let’s create a new path together!

Dates/Times/Location:
Wednesday, February 18, 1:25—2:25 p.m., RH 245
Thursday, February 26, 2:30—3:30 p.m., RH 245

Facilitator: Amoena Norcross, Learning Communities Coordinator

Advising Updates: General Ed Refresher

Most advisors have a good handle on the program courses students need to complete a degree in their own program area, but general education requirements can be somewhat of a challenge. Understanding the pre-requisite requirements for gen ed courses, appropriate sequencing of those courses, and strategies for connecting students to resources that will support them through the completion of those requirements will be the focus of this advising update session.

Dates/Times/Location:
Tuesday, February 10, 2:30 – 3:30 p.m., RH 245
Monday, February 16, 1:25 – 2:25 p.m., RH 245

Facilitator: Lou Ann Martin, Academic Support Network Coordinator and Interim Director of Advising.
To register for activities, select the event on the College Activities Calendar in eTC on the Message Center tab and click on the “register” icon.

Recurring Opportunities

Academic Advising Records: Implications for Electronic Documentation

Electronic communication between academic advisor and student has become more transparent with the advent of technology. The reliance upon electronic records raises substantial questions about privacy, notation, and storage. Is your campus effectively addressing the legal and ethical implications inherent in advising documentation? Join us as we listen to and discuss this valuable information presented in a webcast by Academic Impressions on May 27, 2014 and hosted by Sue Ohrablo, Ed.D. from Nova Southeastern University.

Dates/Times/Location:
Thursday, April 2, 2:30 – 3:30 p.m., RH 245

Facilitator: Lou Ann Martin, Academic Support Network Coordinator and Interim Director of Advising

Freshman Seminar?!? What’s That?!?

Have you heard colleagues or students talk about this course, but you’re not really sure what the course is about or where it lives? Would you like to help students become more responsible and active in their learning which results in greater student success? If you answered ‘yes’ to either of these questions, then you should attend this professional development workshop. You’ll experience a couple of engaged learning activities you can use in your own classes, and you will find out how you can become a certified Freshman Seminar instructor.

Dates/Times/Location:
Monday, March 9, 1:25—2:25 p.m., RH 245

Facilitators: Jennifer Beattie Hulehan, Department Head, Comprehensive Studies
Amoena Norcross, Learning Communities Coordinator
Recurring Opportunities

Do Students Really Learn in Your Courses? How Do You Know?

We create student learning outcomes that describe what our students are supposed to know when they finish our courses. We work like crazy to cover the material and hope that they benefit from our efforts. But do they really learn the material? Good assessment can help us determine if our students are learning. In an interactive setting, we will look at various forms of assessment. You will do some self-assessing to see if you are adequately using the power of assessment to determine what your students are really learning.

Date/Time/ Location:
Monday, April 6, 2:30—3:55 p.m., RH 248A

Facilitator: Deborah Brock, Faculty Liaison for Professional Development

Presentation Technologies – To Razzle Dazzle or NOT!

Have you ever wondered what is out there to spice up the classroom experience in your course for your students? More importantly, do you know how to determine if using a new technology helps your students learn better or just entertains them? Come and preview a few technologies and see if anything might work for you and your students.

Date/Time/Location:
Wednesday, March 25, 2:30—3:55 p.m., RH 245

Facilitator: Deborah Brock, Faculty Liaison for Professional Development
Recurring Opportunities

Proposal Writing—It’s Easier Than You Think!

Do you lack confidence in your proposal writing skills? Would you like to learn some tips on how to write effective proposals such as proposals for mini-grants, service learning projects, learning community design, and other proposal types? If you answered yes to either of these questions, then this workshop is for you. Not only will you learn some tips on how to write effective proposals, but we will also review some actual sample proposals and determine their effectiveness.

Dates/Times/Location:
Thursday, March 12, 2:30—3:30 p.m., RH 245

Facilitator: Amoena Norcross, Learning Communities Coordinator

Using Camtasia and Learning Objects to Engage Students

In this demonstration session, Richard Smith will show you how to incorporate multi-media learning objects into your teaching. He will demonstrate the use of Camtasia Studio, talk about how to find existing learning objects on the web, and show examples of learning objects he has created in the past (as well as invite you to collaborate with him on future learning object creations).

Dates/Times/Location:
Thursday, February 5, 10:00—11:00 a.m., RH 241

Facilitator: Richard Smith, Instructional Technology Coordinator
To register for activities, select the event on the College Activities Calendar in eTC on the Message Center tab and click on the “register” icon.

New This Fall

WEBINARS ON DEMAND

Seven Steps to Service Learning: A Practical Approach to Course Design

There is no doubt that service learning, a High-Impact Educational Practice (HIP), enriches traditional classroom learning and at the same time instills an important sense of civic responsibility in students. Although faculty and administrators might understand the importance of service-learning programs, they might not know where to start or how to navigate tricky and time-consuming logistics outside of the campus environment.

This webinar will provide participants with an understanding of the historical context and positive effects of service learning on students, the campus, and the surrounding community. Participants will also learn a proven, seven-step course development model that will take them through each critical phase of designing a successful service-learning course. While primarily designed for novices, this presentation will also benefit faculty and staff currently involved in service learning, as the presenter will reinforce guiding service-learning principles and provide new ideas for accomplishing goals.

Integrating Information Literacy in First-Year Student Programs

Integrating information literacy, a component of a High-Impact Educational Practice (HIP), into first-year student experience programs and courses can have a direct, positive impact on first-year students’ academic success. However, many first-year programs incorporate information literacy peripherally instead of making it an integral part of the first-year student curriculum.

This webcast will illustrate how to best embed information literacy into the first-year student experience and how institutions are using these practices successfully. In this webcast, learn how integrating information literacy into your first-year experience programs can improve student success by 1) building information literacy into first-year learning outcomes, 2) involving librarians in first-year planning and programs, 3) creating authentic research opportunities in first-year programs, and 4) fostering collaboration between first-year programs and the library.
To register for activities, select the event on the College Activities Calendar in eTC on the Message Center tab and click on the “register” icon.

**New This Fall**

**WEBINARS ON DEMAND**

Using e-Portfolios to Stimulate Identity Change in Underrepresented Minority Students

Are e-Portfolios the answer to helping your institution improve student engagement, while also helping employers who are struggling to find tangible proof of skills in recent graduates? Purchase College of the State University of New York has introduced e-Portfolios into their Baccalaureate and Beyond (B&B) curriculum as a means of measuring and advancing students’ development of academic identity, future orientation, and scholarly community—elements that likely contribute to student success. Attend this webinar and gain insight into this institution's use of e-Portfolios, the research results, and potential applications at our institution.

**How to Build an Effective (and Fun) Culture of Assessment**

in the words of Dr. Jonas, “Changing the culture of a University is a little bit like trying to move a cemetery, but typically you get less assistance from the participants.” Making this task even more challenging is that assessment is not always the most exciting topic for faculty or staff. Assessment is typically defined as the process of documenting and measuring the progress toward a goal. Moreover, team building (collaboration) is a process that allows individuals to begin understanding the nature of group dynamics and helps members build on their strengths and minimize their weaknesses.

This webinar will examine how to develop a culture of assessment while providing examples and attempting to make it effective and even fun. Assessment can be used to build collaboration through the different stages of team development, the roles that team members operate within, as well as identifying their communication styles. Humor may be the driving force that can affect overall collaboration and then build a culture of assessment.

**These webinars have already occurred and are available “on demand”. Should you desire to view a webinar, contact Lisa Poore (lpoore3@1772) and she will send you a link so you will be able to view the webinar and associated handouts as your schedule permits.**
February
5—Using Camtasia and Learning Objects To Engage Students
10—Advising Updates: General Ed Refresher
16—Advising Updates: General Ed Refresher
18—Course Redesign as a Path to Student Success
24—The SOL Classroom—It’s Not What You Think!
26—Course Redesign as a Path to Student Success
27—Lunch Bunch is Back

March
9—Freshman Seminar?!? What’s That?!?
11—Electrifying Mathematics: Report from a Linked Learning Community
12—Proposal Writing—It’s Easier Than You Think!
13—Lunch Bunch is Back
23—High-Impact Teaching and Learning
25—Presentation Technologies—To Razzle Dazzle or NOT!

April
2—Academic Advising Records: Implications for Electronic Documentation
6—Do Students Really Learn in Your Courses? How Do You Know?
8—The SOL Classroom—It’s Not What You Think!
9—High-Impact Teaching and Learning
13—Electrifying Mathematics: Report from a Linked Learning Community
17—Lunch Bunch is Back
January
20—Getting Started with Blackboard Learn+
22—Mastering the Grade Center in Blackboard Learn+
26—Creating and Grading Assessments in Blackboard Learn+
28—NEW—Content Management
29—Keeping Students on Track

February
4—Working with Assignments in Blackboard Learn+
9—Collaborating with Groups
12—NEW—Content Management
17—Communication Basics
19—Advanced Communication Tools

March
9—NEW—Content Management
Mark Your Calendar

Faculty/Staff
Professional Development Day

March 4, 2015
Details to Follow

Apple Training Session for iPad use in the Classroom

May 6, 2015
Details to follow